



A Comparative Study of Intervention Protocols for Individuals with Special Needs in the West Bank and Palestinian Territories Inside the Green Line

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ABSTRACT

This study aims to compare special education practices between the West Bank and Palestinian areas within the Green Line, highlighting significant differences in services provided to individuals with special needs. While special education within the Green Line has achieved notable success, West Bank faces challenges that impact on service quality. The study seeks to analyze the reasons behind disparities in diagnosis and classification and explore ways to improve special education mechanisms in the West Bank by adopting best practices from the Green Line.

A qualitative descriptive approach was employed, with data collected through semi-structured interviews with eight special education specialists, evenly divided between the two regions. The findings revealed that diagnostic differences stem from social, political, and economic factors. The West Bank struggles with limited funding and diagnostic tools, whereas the Green Line benefits from greater support. Cultural factors also influence how individuals with special needs are classified and supported. Additionally, the study emphasized the need to raise public awareness about this group.

The study recommends standardizing diagnostic tools, developing specialized training programs for professionals, enhancing cultural and knowledge exchange, launching awareness campaigns, and increasing government support for special education programs. It also highlights the importance of academic collaboration between the Arab American University and specialists to facilitate knowledge-sharing.

This research paves the way for further studies on the impact of standardized diagnostic tools on service quality and the cultural barriers hindering the full integration of individuals with special needs into Palestinian society.

Keywords: Special Education, Intervention Protocols, Diagnosis and Rehabilitation, Inclusion and Community Awareness.



Introduction

Regardless of any intellectual or physical disability, everyone has the fundamental right to an education. Opportunities that enable human potential to manifest and flourish must be made available, which emphasizes the need to give high-quality education to all segments of society regardless of their differences. Fast development and amazing breakthroughs in several areas, such as education, society, politics, economics, culture, and information technology, define the modern era. Continuous improvements in education systems, especially in higher education institutions, are desperately needed in reaction to these changes to stay up with the knowledge-based economy.

Due to the work of the researcher psychologists, and other experts in the field, special education has attracted a lot of attention globally, in both developed and developing nations. Special education has experienced significant change in the Arab world, moving from a theoretical goal to actual practice. The main causes of this progress are social, economic, and technological developments, all of which have had a significant impact on educational philosophy. These developments have contributed to refining educational objectives, improving diagnostic and assessment tools, and enhancing the design of educational, psychological, and vocational programs, all of which have played a pivotal role in the growth of the special education sector (Hammouz, 2018). Human rights concepts that prioritize equality and equal opportunities in society, as well as religious precepts, protect the care and assistance of people with special needs as essential and ongoing rights. By protecting these rights, people can grow in their skills, aptitudes, and preferences, which helps them adjust to their social and personal contexts and satisfy their various demands (Shaqir, 2003).

The Special Education Law of 1988 seeks to improve and develop the skills of children with special needs, ages 3 to 21, in the Palestinian areas inside the Green Line to ease their integration into society and the labor. With educational pathways spanning from inclusive education in regular schools to specialized education programs, education is offered free of charge under this regulation. Interestingly, Palestine has one of the highest percentages of people with special needs in the world. However, among other urgent issues, special education in the West Bank faces many challenges, especially because of inadequate funding to meet educational needs at the highest standards, limited coordination between institutions, inadequate teaching tools designed for students with special needs, and a lack of appropriate educational assessment tools (Al-Sabah & Hammouz, 2013).

Green Line's special education system, on the other hand, strives to create curricula and instructional methods that support inquiry and critical thinking in a safe and excellent learning environment. Through a thorough and integrative approach that maximizes resources and fosters human values for progress and excellence, this system places a strong emphasis on equal opportunities, promotes professional development and interdisciplinary collaboration, and fortifies parental engagement and societal inclusion.



Literature Review

In Palestine, the care and education of people with special needs continues to be a vital and developing concern. The services and support offered in the West Bank and Palestinian Territories Inside the Green Line (also known as "Inside the Green Line" or "Green Line") differ significantly. Enhancements to the care, education, and integration of people with special needs can be influenced by knowledge of the variations in intervention protocols in these areas as well as the efficacy of present approaches. By contrasting methods in the West Bank and the Palestinian Territories Inside the Green Line, this literature study examines the situation of special education intervention protocols today.

The Palestinian Context of Special Education

Palestinian political unrest, economic hardship, and the continuous Israeli occupation have all presented serious obstacles for the country's educational system. Despite these obstacles, efforts to improve services for people with special needs have grown in awareness (Al-Krenawi & Graham, 2017). Although access and quality differ by location, therapy treatments, educational support, and vocational training are common special education interventions in Palestine (Khateeb, 2021).

Numerous studies have shown the challenges that people with special needs experience, such as a lack of skilled experts, limited resources, and poor infrastructure (Abu-Rabia-Queder, 2017). These challenges are made worse by the circumstances in the West Bank, especially considering occupation restrictions and a disjointed educational system (Riyad & Al-Dabbagh, 2019). On the other hand, because of their improved integration into the more established and well-resourced Israeli health and educational institutions, the Palestinian Territories inside the Green Line have experienced somewhat better conditions for service delivery (Khamaisi, 2020).

Protocols for Diagnosis and Intervention

In special education, diagnostic techniques and intervention methods are essential. The successful identification and treatment of people with special needs is made possible by the development of standardized diagnostic criteria and intervention methods. According to a study by Ressa et al. (2020), early intervention improves the long-term results for kids with special needs and emphasizes the value of systematic assessments in the diagnosis and classification of disorders.

Diagnostic procedures are often more dispersed on the West Bank. Although international diagnostic protocols such as the DSM-5 and ICD-10 are frequently cited, different schools and rehabilitation facilities apply these protocols differently. Children in the West Bank have received incorrect diagnoses and delayed interventions because of the lack of consistency in diagnostic procedures and the scarcity of qualified doctors, claims Shalhoub-Kevorkian (2019). Additionally, institutions' capacity to offer reliable and thorough services to people with special needs is constrained by political and economic circumstances (Shalhoub-Kevorkian, 2019).



Palestinian villages inside the Green Line, on the other hand, have access to more comprehensive healthcare and educational systems, with more standardized diagnostic procedures. Clinics and educational institutions work with Israeli medical specialists, employing globally accepted diagnostic and intervention techniques. These areas have access to a wider range of resources and more skilled professionals, which has led to more thorough and prompt interventions (Khamaisi, 2020).

Sociopolitical and Cultural Factors Affecting Special Education

In Palestine, special education practices are significantly shaped by cultural and sociopolitical considerations. Traditional cultural beliefs and the societal stigma associated with disability impact attitudes toward people with special needs in both the West Bank and Inside the Green Line. People with special needs have historically been excluded in Palestinian society, as they are in many other societies in the area (Agha, 2017). In the West Bank, where social and economic challenges frequently result in their exclusion from mainstream social and educational possibilities, this marginalization is especially noticeable (Abu-Rabia-Queder, 2017).

However, despite ongoing difficulties, there has been a higher acceptance and integration of people with special needs in society inside the Green Line. This is mostly because Israeli institutions have more progressive policies, and more support services are available (Khamaisi, 2020). However, there are still obstacles to complete inclusion because of cultural views on disability. According to certain studies, negative stereotypes and prejudices regarding disabilities still exist on the West Bank and inside the Green Line, despite increased advocacy and awareness initiatives (Jarbawi, 2018).

Models of Education and Therapy

Despite its growth, West Bank's special education system lacks all-encompassing national plans and initiatives. Research by Salim (2020) contends that a comprehensive curriculum that may be used uniformly throughout the region is necessary because Palestinian special education policies are frequently ill-coordinated. Furthermore, professionals and educators in the West Bank frequently lack the tools and training needed to deliver quality services (Riyad & Al-Dabbagh, 2019).

Integration with the Israeli educational system, which includes improved resources, more sophisticated special education programs, and a stronger emphasis on inclusive education, benefits Palestinian communities inside the Green Line. In the Israeli system, inclusive educational models—which integrate special needs students into regular classrooms with assistance—have been used increasingly frequently (Zeltzer-Zubida, 2019). Palestinian special needs students in this area now have more access to high-quality instruction and therapeutic services as a result.



Institutional and Policy Assistance

Government regulations pertaining to people with special needs have improved services in both the West Bank and Inside the Green Line. Disparities in the quality of help offered in each area, however, continue to be a serious problem. The Palestinian Authority (PA) has created policies to increase special needs children's access to education, but their implementation has been sluggish because of a lack of qualified professionals, political unrest, and limited funding, according to a 2019 report by the Palestinian Ministry of Education. On the other hand, the Israeli government, which typically provides more extensive services for people with special needs, such as subsidized therapies, vocational training, and social inclusion programs, provides funding and policies to Palestinian communities inside the Green Line (Khamaisi, 2020). A more methodical and comprehensive approach to special education has been made possible by the increased political stability and incorporation of Palestinian communities inside the Green Line into the larger Israeli infrastructure.

Comparative Evaluation and Prospects

According to this comparative analysis, the West Bank and Palestinian Territories Inside the Green Line differ greatly in terms of resources, policies, and practices for people with special needs. The Palestinian Territories Inside the Green Line enjoy better access to Israeli resources and more inclusive policies, whereas the West Bank struggles with political unpredictability, economic suffering, and inadequate infrastructure. Nonetheless, cultural hurdles and a lack of uniformity in diagnosis and intervention procedures still exist in both areas.

According to the literature, to enhance special education practices, the West Bank and Palestinian Territories Inside the Green Line must work together more closely and share more information. To guarantee that people with special needs get the assistance they need, no matter where they live, this might involve collaborative professional training programs, the creation of standardized diagnosis and intervention procedures, and policy lobbying (Ressa et al., 2020).

Research problem

With the goal of improving services for people with special needs as well as their access to education and social integration, special education has long been a thriving area for research and studies. There was a notable difference between the special education protocols used in the West Bank and the Palestinian territories inside the Green Line, according to the researcher's review of these protocols and conversations with special education supervisors and teachers from the latter during their doctoral studies at the Arab American University. Compared to the more constrained resources and frameworks in the West Bank, the special education system within the Green Line has shown impressive accomplishments and success stories in helping and rehabilitating students with special needs. This study aims to examine and contrast special education practices in the West Bank and inside the Green Line considering this disparity and the significance of sharing knowledge and learning from the



effective experiences of special education support centers and committees at the local, regional, and global levels. Additionally, it seeks to offer doable suggestions for improving the West Bank's mechanisms, guaranteeing better educational and rehabilitation services for people with special needs while promoting the professional growth of special education teachers and specialists in the direction of more creative and successful methods.

Research Objectives

1. to investigate special education intervention practices inside the Green Line in Palestinian areas and evaluate their suitability for use in the West Bank.
2. to determine the causes of the differences in special needs diagnoses between the West Bank and the Palestinian territories inside the Green Line.
3. to investigate how the two regions' cultural perspectives on classifying people with special needs differ.
4. to examine current intervention paths to identify practical methods for raising public awareness of people with special needs.
5. To encourage excellence in qualitative research by encouraging PhD students at the Arab American University to work together on special education research projects.

Significance of Study

This study is significant because it makes both theoretical and practical contributions, which are described below:

Theoretical Significance: To the best of the researcher's knowledge, this study is one of the first to compare intervention protocols for people with special needs in the West Bank and the Palestinian areas inside the Green Line. It is vital to match educational and rehabilitative programs with the skills, interests, and potential of people with special needs because special education plays a critical role in teaching, rehabilitating, and integrating them. This study is very important since it compares and analyzes the special education policies in both locations, pointing out their advantages and disadvantages.

Practical Significance: Through in-depth interviews, the project seeks to produce field-based insights from special education specialists in the West Bank and the Palestinian areas inside the Green Line. Through the analysis of their answers, the study gives professionals a forum to share success stories and discuss their experiences with special education procedures. Additionally, by integrating successful models and best practices from the Green Line, the findings will enhance the West Bank's special education system. In the end, this study promotes more cooperative special education research, which will lead to advancements and enhancements in services for people with special needs.

Scope and Limitations of the Study

This study is defined by the following scope and limitations:

- Temporal Scope: The study was conducted during the summer semester of the



2022/2023 academic year.

- Human Scope: The study was limited to eight special education teachers and specialists, equally divided between the Palestinian territories inside the Green Line and the West Bank.
- Conceptual Scope: The study focused solely on the existing special education intervention protocols in both the Palestinian territories inside the Green Line and the West Bank.

Definition of Terms

- Special Education: A set of programs, plans, and strategies specifically designed to meet the unique needs of children with disabilities. It includes specialized teaching methods, tools, equipment, and assistive services (Tayseer & Omar, 2010).
- Special Education Protocol in Palestinian Territories Inside the Green Line: A framework that acknowledges and promotes the education of children with special needs through various special education models and structures.
- Special Education Protocol in the West Bank: A legal framework aimed at serving individuals with special needs and enhancing the quality of services provided to them.

Research Approach

This study employs a qualitative descriptive approach. Qualitative analysis facilitates a deeper understanding of the current state of special education in both Palestinian Territories Inside the Green Line and the West Bank, as well as potential improvements in the existing special education protocols.

Study Population

The study population consists of special education specialists working in both Palestinian Territories Inside the Green Line and the West Bank.

Study Sample

A purposive sample of eight (8) special education specialists was selected, equally divided into two groups: four (4) specialists from Palestinian Territories Inside the Green Line and four (4) specialists from the West Bank.

Research Instrument

Data was collected through semi-structured interviews, comprising four (4) open-ended questions. These interviews allowed participants to express their perspectives on the current special education protocols and suggest improvements.

Ensuring the Psychometric Properties of the Measurement Tool

Content validity assesses the extent to which the items and measures of a tool reflect the domain to which the tool is intended to be generalized. Specifically, it determines whether the tool includes a relevant set of items that represent the concept being measured. Content validity should be strongly considered during the tool's development to ensure it encompasses all essential elements of the concept of interest, while eliminating any irrelevant items (Taherdoost, 2016).

The more the items included in the tool accurately reflect the scope of the concept under investigation, the higher its content validity. However, there is no statistical test



that can directly determine the content validity of a tool. As such, it is established through literature reviews, followed by evaluations and consultations with experts in the field, such as a panel of judges to review the tool (Mohajan, 2017).

For the purposes of this research, the validity of the interview questions was confirmed through a review of several studies related to the research topic. Subsequently, the questions were emailed to a group of academics specializing in relevant fields. Expert feedback and recommendations were carefully considered, and these experts formed a panel of judges for the interview questions in this study. Based on the committee's recommendations, unclear or ambiguous questions in the questionnaire were revised, and less relevant questions were removed.

Study Results and Discussion

Results and Discussion of the First Question:

When comparing the circumstances in the West Bank and Palestinian Territories Inside the Green Line, it became clear that there is a significant difference in the diagnosis of people with special needs. Given this disparity, the analysis of the interviews showed that these differences can be ascribed to several factors, such as political, social, and economic ones, which have a big influence on the diagnosis of special needs people and the field of special education in general. The quality of special education services in Palestine is directly impacted by the unstable economic situation brought on by the current political climate. This includes poverty, unemployment, and a lack of investment in the human, material, and moral resources required to support people with special needs.

In Palestinian Territories Inside the Green Line, on the other hand, special education is given significant consideration and support. Many diagnostic technologies used in foreign and developing countries are also employed in the Palestinian Territories inside the Green Line, and the state devotes a portion of its resources to this subject. Additionally, special needs student diagnoses are given for free or at a reduced cost, which helps to expand and enhance diagnostic services.

The researcher also pointed out that the dearth of trained experts in diagnosing special needs and the caliber of university courses and teaching strategies may be to blame for the discrepancies in diagnosis. Furthermore, neither the West Bank nor the Palestinian Territories Inside the Green Line have established a consistent diagnostic methodology.

Results and Discussion of the Second Question:

According to the analysis of the interviews, the culture that is prevalent in the West Bank and Palestinian Territories Inside the Green Line has a big influence on how people with special needs are diagnosed and supported. As demonstrated by recorded success stories, there has been a discernible advancement in the field of special education diagnosis in Palestinian Territories Inside the Green Line through the creation of policies, programs, and services.

Respondents overwhelmingly agreed that it is critical for the two regions to share experiences, knowledge, and diagnostic abilities. The study also emphasized how important it is to give special needs students and their families social and



psychological support. In order to foster experience sharing and raise knowledge of diagnostic techniques for kids with special needs, the researcher underlined the necessity of joint workshops and conferences centered on special education.

Results and Discussion of the Third Question:

The significance of increasing public awareness of people with special needs through a variety of educational, media, and community-based efforts was underlined by the interview analysis. A more nuanced view of how society treats special needs pupils is necessary since they have distinct educational demands.

According to the interviews, there is a great deal of discrimination against people with special needs on the West Bank, which is evident in the unfavorable opinions of society and the insufficient meeting of their needs and rights. In contrast, Palestinian Territories Inside the Green Line have devised educational curricula that are customized to the needs of people with special needs, allowing them to integrate into society and participate in the labor market.

The findings also demonstrated that there is a lot of support for people with special needs in Palestinian Territories Inside the Green Line, including increased community awareness of their rights and obligations. To safeguard and integrate people with special needs into the workforce, the media, social media, and the ministries of health, education, and social affairs all play important responsibilities. The researcher went on to say that encouraging people with special needs to participate in educational programs and spreading awareness of their accomplishments could greatly enhance their inclusion and ability to use their abilities.

Results and Discussion of the Fourth Question:

The study's findings emphasized how crucial it is for Arab American University students to share their experiences, expertise, and abilities, especially when it comes to transferring special education methods from Palestinian Territories Inside the Green Line to the West Bank. According to the findings, there are many effective strategies for integrating and including people with special needs in Palestinian Territories inside the Green Line. It is crucial to start a cooperative study that records these strategies.

The researcher also emphasized the role of the Arab American University in enhancing the quality of qualitative research in special education, given that qualitative studies closely reflect the real-world experiences and knowledge in the field. They also suggested the introduction of awareness programs across educational and social institutions to further integrate these practices.

Discussions and Conclusions

Discussion of Findings:

The findings of the study highlight several key differences in the intervention protocols for individuals with special needs in the West Bank and the Palestinian Territories Inside the Green Line, including the following:



1. Differences in the Diagnosis of Special Needs People: The study found notable differences in the diagnosis of special needs people between the West Bank and the Palestinian Territories Inside the Green Line. The main causes of these disparities are social, political, and economic. The quantity and caliber of resources available for people with special needs are negatively impacted by Palestine's persistent political unrest and economic difficulties. On the other hand, Palestinian Territories Inside the Green Line are given greater consideration, funding, and improved diagnostic equipment, all of which improve the caliber of services rendered.

The quality of education and training provided in institutions in both areas, as well as the dearth of skilled workers in the West Bank, are other factors contributing to the discrepancy in diagnostic procedures. This necessitates the adoption of standardized diagnostic instruments in both regions as well as enhancements to the caliber of instruction provided to special education teachers.

2. Cultural Impact on Special Education Practices: How people with special needs are diagnosed and supported is greatly influenced by the cultural distinctions between the West Bank and Palestinian Territories Inside the Green Line. Palestinian Territories Inside the Green Line have made significant strides by implementing globally accepted diagnostic instruments and providing community-based support services, whereas the West Bank still faces cultural barriers and difficulties in providing proper support and recognition for people with special needs. The study highlights how crucial it is for these two areas to collaborate and share knowledge in order to overcome cultural differences and enhance special education procedures. Learning from the achievements in Palestinian Territories Inside the Green Line is crucial, especially when it comes to integrating people with special needs into the workforce and society at large. The support networks for people with special needs can be further enhanced and best practices can be promoted through this cultural exchange.

3. Increasing Knowledge of Special Needs: The study emphasizes the necessity of a major increase in knowledge regarding people with special needs in the Palestinian Territories Inside the Green Line as well as the West Bank. People with special needs frequently experience social stigma and a lack of support from society in the West Bank. However, the Palestinian Territories inside the Green Line exhibit higher levels of integration, as seen by their customized educational systems and improved social acceptability. According to the study, increasing public awareness via social media, media campaigns, and success stories can significantly lower stigma and improve the lives of people with special needs. Incorporating people with special needs into social and educational events will also empower them and show off their strengths, which will promote support and acceptance from society.

4. Collaborative Research and Educational Initiatives: The possibility of cooperation between academic institutions—more especially, the Arab American University—and educational professionals in the West Bank and Palestinian Territories Inside the Green Line is another significant discovery. There is a chance for collaborative research that records the effective strategies employed in Palestinian



Territories Inside the Green Line and modifies them for the West Bank setting. It will be feasible to develop a more cohesive approach to special education throughout Palestinian territory by encouraging such cooperative research. Furthermore, it is imperative that special education workshops and awareness campaigns be implemented in all educational institutions and government organizations. A more inclusive society for people with special needs can be ensured by these activities, which can broaden the knowledge base of educators, parents, and the public.

Recommendations

Here are the key recommendations based on the study's findings:

1. **Standardization of Diagnostic Procedures:** For people with special needs in the West Bank and Palestinian Territories Inside the Green Line, it is advised to use standardized diagnostic instruments and procedures. Standardizing these instruments will guarantee a more reliable and consistent method of identifying and assisting people with special needs, as discrepancies in diagnostic procedures are a serious problem. This might involve implementing globally accepted evaluation techniques that are appropriate for the local setting, which would improve cross-regional comparison and cooperation.
2. **Enhancement of Education and Training for Professionals in Special Education:** Professionals in special education, especially those in the West Bank, require better education and training. To guarantee that special education programs offer thorough instruction in both theory and practical application, this may need updating the university curriculum. Supporting special education teachers' and professionals' ongoing professional development through conferences, workshops, and cooperative programs with foreign institutions is also crucial.
3. **Bridging the cultural divide between the Palestinian Territories and the West Bank through knowledge sharing and cultural exchange** Establishing initiatives for information sharing and cooperative collaborations between academic institutions, governmental organizations, and non-governmental organizations (NGOs) in both regions is essential inside the Green Line. Both areas could benefit from learning from each other's capabilities by holding combined conferences, workshops, and training sessions, especially when it comes to inclusive practices and diagnostic tools.
4. **Increased Public understanding Campaigns:** Changing cultural views requires increasing public understanding of the rights, abilities, and contributions of people with special needs. Public service announcements, social media campaigns, and media campaigns can all be very helpful in combating stigma and promoting an inclusive atmosphere. Involving people with exceptional needs in awareness-raising initiatives can also improve their social integration by normalizing their contributions and presence in society.
5. **Increased Governmental Support and Resource Allocation:** In order to ensure that special education programs are utilized effectively and efficiently, governments in the West Bank and Palestinian Territories Inside the Green Line must increase their funding. This covers financing for educational initiatives, diagnostic facilities, and



community-based services for people with special needs. Additionally, governments ought to endeavor to put into effect laws that facilitate the integration of people with special needs into the general workforce and educational system.

6. Creation of Helpful Community-Based Programs: People with special needs can live far better lives if they have access to community-based support networks. Programs aimed at helping these people into the workforce, offering them vocational training, and fostering social and recreational possibilities are also included. These programs ought to be tailored to each person's unique requirements to promote more autonomy and self-sufficiency.

Future Research Directions

To further expand the understanding of the subject, future research can focus on the following directions:

1. Examining the Extended Effects of Standardized Diagnostic Instruments: Subsequent studies ought to concentrate on evaluating the extended effects of introducing standardized diagnostic instruments throughout Palestine. Research might assess the impact of these technologies on social integration, educational outcomes, and quality of care for people with special needs. It will be easier to improve and refine the use of these technologies in the West Bank and Palestinian Territories inside the Green Line if their efficacy is understood.
2. Examining Cultural Barriers and Their Effect on Special Education: Research could examine the cultural barriers that impede the proper diagnosis and integration of people with special needs, given the cultural distinctions between the West Bank and Palestinian Territories Inside the Green Line. Understanding social stigmas, misunderstandings, and opposition to inclusive education and how these might be addressed through focused interventions could be the main goals of this study.
3. Assessing Technology's Role in Special Education: Technology integration in special education is a new field that needs more research. Research could look at how digital tools, online learning environments, and assistive technologies can help people with special needs in both academic and non-academic contexts. This study might also investigate how technology can improve special education specialists' and teachers' training.
4. Evaluating the Impact of Public Awareness programs: Future research should assess how well public awareness programs work to alter public perceptions of people with special needs. Measurement of the effects of community activities, social media, and media campaigns in lowering stigma and enhancing public awareness of special education could be the focus of future research.
5. Analyzing the Success of Collaborative Research and Exchange Programs: Studies could also look at the results of knowledge-sharing and collaborative research initiatives between West Bank and Palestinian Territories Inside the Green Line institutions. These studies could evaluate how these partnerships affect the standard of special education instruction, training, and service provision in various geographical



areas.

Conclusion

The findings of this study highlight the urgent need for improvements in the special education system, especially in West Bank. Standardizing diagnostic practices, enhancing the training of specialists, and implementing more inclusive educational systems should be prioritized by the Palestinian government and educational institutions. Furthermore, providing equitable financial and institutional support across both the West Bank and Palestinian Territories Inside the Green Line would help address the disparities in special education services, ensuring that individuals with special needs receive the support they require. Cooperation and knowledge sharing are necessary to bridge the cultural divide between the West Bank and Palestinian Territories Inside the Green Line. Sharing knowledge, best practices, and insights from both areas will raise the standard of special education services, change how society views people with special needs, and result in more inclusive laws and procedures. The special education field could benefit from this cross-regional collaboration, which could also lead to a more integrated strategy.

Another crucial component of enhancing the quality of life for people with special needs is increasing public awareness and eradicating the stigma associated with them. To foster a more accepting and inclusive atmosphere for people with special needs, the media, neighborhood associations, and governmental bodies must collaborate. A change in societal attitudes that promotes more acceptance, and inclusion can be achieved through social initiatives and public education campaigns.

The report also highlights the significance of further cooperative research between special education specialists in both regions and organizations like the Arab American University. This partnership can assist standardize diagnostic processes, create more effective programs, and encourage the integration of people with special needs into all facets of Palestinian society. The education and general standard of living for people with special needs in Palestine will be greatly enhanced by these concerted efforts.

In conclusion, a comprehensive strategy involving financial investment, cultural changes, improved training, and strong community-based initiatives would be needed to close the gaps found in this study. The demands of people with special needs in Palestine can only be completely satisfied by ongoing cooperation and persistent awareness, enabling them to live happy, meaningful lives and be incorporated into society.

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